

# Hand Embroiderer

(Job Role)

Qualification Pack: Ref. Id. AMH/Q1001  
Sector: Apparel, Made-ups and Home Furnishing

Textbook for Class IX

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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## FOREWORD

The National Curriculum Framework–2005 (NCF–2005) recommends bringing work and education into the domain of the curricular, infusing it in all areas of learning while giving it an identity of its own at relevant stages. It explains that work transforms knowledge into experience and generates important personal and social values such as self-reliance, creativity and cooperation. Through work one learns to find one's place in the society. It is an educational activity with an inherent potential for inclusion. Therefore, an experience of involvement in productive work in an educational setting should make one appreciate the worth of social life and what is valued and appreciated in society. Work involves interaction with material or other people (mostly both), thus creating a deeper comprehension and increased practical knowledge of natural substances and social relationships.

Through work and education, school knowledge can be easily linked to learners' life outside the school. This also makes a departure from the legacy of bookish learning and bridges the gap between the school, home, community and the workplace. The NCF–2005 also emphasises on Vocational Education and Training (VET) for all those children who wish to acquire additional skills and/or seek livelihood through vocational education after either discontinuing or completing their school education. VET is expected to provide a 'preferred and dignified' choice rather than a terminal or 'last-resort' option.

As a follow-up of this, NCERT has attempted to infuse work across the subject areas and also contributed in the development of the National Skill Qualification Framework (NSQF) for the country, which was notified on 27 December 2013. It is a quality assurance framework that organises all qualifications according to levels of knowledge, skills and attitude. These levels, graded from one to ten, are defined in terms of learning outcomes, which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. The NSQF sets

common principles and guidelines for a nationally recognised qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities.

It is under this backdrop that Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, a constituent of NCERT has developed learning outcomes based modular curricula for the vocational subjects from Classes IX to XII. This has been developed under the Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education of the Ministry of Human Resource Development.

This textbook has been developed as per the learning outcomes based curriculum, keeping in view the National Occupational Standards (NOSs) for the job role and to promote experiential learning related to the vocation. This will enable the students to acquire necessary skills, knowledge and attitude.

I acknowledge the contribution of the development team, reviewers and all the institutions and organisations, which have supported in the development of this textbook.

NCERT would welcome suggestions from students, teachers and parents, which would help us to further improve the quality of the material in subsequent editions.

New Delhi  
July 2018

HRUSHIKESH SENAPATY  
*Director*  
National Council of Educational  
Research and Training

## ABOUT THE TEXTBOOK

Apparel, Made-ups and Home Furnishing sector is amongst the fastest growing sectors in our country. It covers a great number of activities from the transformation of raw material into fibres, yarns and fabrics to produce end products. This sector includes activities related to designing, making, cutting, stitching, finishing and decoration of apparel, made-ups and home furnishing items. It also includes assessing their quality, merchandising and export. A very important area of this sector is hand embroidery. It is famously recognised as the needle art of fabric decoration for apparels, home furnishing and other items of utility. Hand embroidery is considered as one of the most popular techniques to decorate apparel and other items. Hence, there is huge demand of trained personnel of hand embroidery.

The student textbook for the job role of Hand Embroiderer has been developed to impart knowledge and skills through hands-on-learning experience, which forms a part of the experiential learning. Experiential learning focusses on the learning process for the individual. Therefore, the learning activities are student-centred rather than teacher-centred.

The student textbook has been developed with the contribution of the expertise from the subject and industry experts and academicians for making it a useful and inspiring teaching-learning resource material for the students of vocational education. Adequate care has been taken to align the content of the textbook with the National Occupational Standards (NOSs) for the job role so that the students acquire necessary knowledge and skills as per the performance criteria mentioned in the respective NOSs of the Qualification Pack (QP). The textbook has been reviewed by experts so as to make sure that the content is not only aligned with the NOSs, but is also of good quality.

The NOSs for the job role of Hand Embroiderer covered through this textbook are as follows:

1. AMH/N 1001 Carry out different types of embroidery stitches—flat, loop and knotted stitches
2. AMH/N 1002 Embroider decorative designs using a combination of stitches and work styles
3. AMH/N 1003 Contribute to achieve quality in embroidery work
4. AMH/N 1004 Maintaining work premises and tools
5. AMH/N 0103 Maintain health safety and security at workplace

Unit 1 of this textbook explains the basics of hand embroidery, including common embroidery related terms, designs and tracing methods. Unit 2 emphasises the tools and materials used for embroidery and different embroidery stitches to embroider. Unit 3 emphasises the defects of embroidery and its remedies. Unit 4 will help the student learn about organisational rules and personal hygiene. Unit 5 deals with the organisational hazards, safety measures, cleaning and maintenance at workplace. A compilation of suggested stitches in floral and geometrical designs is also given at the end of the book for the purpose of reference, for students.

I hope this textbook will be useful for students and teachers who will opt for this job role. I shall be grateful to receive suggestions and observations from readers which would help in bringing out a revised and improved version of this textbook.

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*.....Ahimsa is the very definition of woman and there is no place for untruth in her heart. If she is true to herself she is no longer Abala – the weak, but she is Sabala – the strong.....*